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ABSTRACT

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, covers assessment of student services. This activity is specifically directed to three areas associated with student services: (1) guidance services as they relate to counseling, student records, testing, and placement; (2) career information programs as they relate to career information materials and student career interests; and (3) youth organizations. The guide was designed to assist the LEA to determine if it is meeting the needs, interests, and abilities of its students as they relate to these services, and is intended to aid the person who has responsibility for assessing student services. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss the activity. The second section of the guide is procedure/task breakdown, which outlines suggested tasks for conducting this evaluation activity. The third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

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Assessing Student Services

Local Leader Guide V

CE 034974

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This Local Leader Guide is one of twelve guides that constitute the Locally-Directed Evaluation Handbook. These guides are designed to assist local education agency personnel in conducting internal or self evaluations.

Locally-Directed Evaluation Handbook

Second Edition

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Introduction

This is one of twelve guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel. This guide has been designed to aid the individual who has assumed responsibility for leading this particular activity. It includes three sections: 1) Preliminary Considerations; 2) Procedure/ Task Breakdown; and 3) Supporting Documents. All parts of this document are suggested, the local staff is encouraged to adapt or change any procedures and instruments to meet the needs of its agency.

The first section of this Local Leader Guide entitled "Preliminary Considerations" contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss this activity.

The second section of this guide is the "Procedure/ Task Breakdown." This breakdown outlines suggested tasks for conducting this evaluation activity. The tasks have been followed in the field tests. However, these tasks are flexible and should be adapted in each LEA.

The third section of this guide contains "Supporting Documents." These documents include: 1) information handouts, 2) example documents, and 3) references. Information handouts contain valuable information which will assist in conducting this activity. Example documents are forms which can be utilized with this evaluation activity. References include bibliographies and sources of information for additional assistance. These supporting documents have been developed and used in other LEAs. However, they can be adapted and revised to fit your specific needs. The local leader may wish to duplicate and distribute these supporting documents and work on this activity.

The value of this evaluation effort is dependent upon a team effort in obtaining and utilizing results. By combining these results with those of other activities of an evaluation system, the improvement of educational programs and services can begin.

Preliminary Considerations

This activity is specifically directed to three areas associated with student services: (1) guidance services as they relate to counseling, student records, testing and placement, (2) career information programs, as they relate to career information materials and student career interests, and (3) youth organizations. It is designed to assist the LEA to determine if it is meeting the needs, interests and abilities of its students as they relate to these services. Other areas often categorized with student services such as student follow-up, and identification of disadvantaged and handicapped are included in other activities of this series.

Evaluation is constantly going on in most LEAs though it may be on a subjective level and characterized by "hit and miss" methods. Unfortunately, due to lack of time and other seemingly justifiable reasons, the assessment of student services, as well as many other activities of the LEA, if often disorganized, intuitive and wasteful. It is the purpose of this activity to assist the LEA in developing systematic, conscious and useful methods and procedures it can use to obtain answers to questions such as:

1. Is our counseling service meeting the needs of our students?

   How do present and former students feel about the counseling provided to them in making career development decisions? Results can help in identifying strengths and weaknesses in counseling services and aid in making meaningful changes if warranted.

2. Are our student records complete and accurate?

   By asking employers and other consumers how they feel about the completeness, availability and accuracy of these records, the local district can assess its present record-keeping system in terms of its form and function. Results of this assessment can assist in providing serviceable student records for students, employers, state reports, and other consumers.

3. Is our testing program broad enough in scope?

   How effective is the testing program in identifying students for selected courses and providing information for making career development decisions. If presently enrolled students, former students, employers, and staff feel that the testing program is not meeting their needs, then an assessment of the testing program should be made resulting in appropriate changes.

4. Is our agency's placement program functioning effectively?

   A systematic, coordinated, and comprehensive job placement program is a responsibility of the local agency. If operated properly and efficiently, this valuable service can assist the students, the local education agency, and employers. Information provided from this assessment can be helpful not only in the evaluation of the effectiveness of the placement program for students seeking full or part-time employment, but in program evaluation and public relations.

5. Are career information materials available and used by our students?

   In order for programs of good career information to be effective, they must be coordinated, organized, and sequential. The career information program is a system for providing career related materials about self, occupations and educational alternatives to students at elementary, secondary and post-secondary levels. This information may be provided by instructors, counselors, media specialists, employers and parents.

   This activity is organized to help the LEA evaluate the process, organization, accessibility and impact of the program. This type of activity is important so that career information activities can have a major and beneficial effect upon the career development of each student.

6. Are student career interests being surveyed and is that information utilized in career planning?

   This activity is designed to assist in surveying, analyzing, reporting and, most important, utilizing student career interest information.
   1. Individual student career planning, and
   2. Curriculum planning and revision.

   Interests are defined as feelings of preference for one thing over another. Interests serve as a type of motivation to engage in certain activities.

   Point out and discuss the three types of interests — manifest, expressed and inventoried. The terminology is not as important as the idea that people express interests in different ways.

7. Are our youth organizations of value and do they have a positive impact on students?

   The assessment of student services can enable the local agency to study the value and impact of its youth organizations. It is difficult to know if LEA youth really develop "leadership" abilities, engender respect for the world of work, encourage respect for occupational preparation and are an integral part of the instructional program.

The evaluation can provide information to determine if:

1. the service provided is in accordance with the objective of the service;
2. the format of the service should be altered to achieve the objective; or
3. the objectives should be altered to comply with perceived outcomes identified by those being served.

Those affected by the service (students) become the major source of such information; however, instructional and administrative staff, counselors, employers, and parents can provide useful and relevant data for this activity.

Proper utilization of results is necessary to follow through on any evaluation activity. No activity is worth initiating if results are not summarized, disseminated, analyzed and utilized. Your responsibility at this stage cannot be stressed too strongly.

As the local leader, you may choose to hold a meeting of the staff involved to discuss the potential outcome of the total evaluation, and then work with various personnel in their areas of responsibility and concern. You may, on the other hand, wish to have results reported to the entire certified and non-certified staff inasmuch as all are involved in serving students and are an integral part of the total education program.

Staff Meeting

Prior to starting an assessment of student services, it is essential that the local leader discuss and formalize procedures for implementation with staff members. This is the time to discuss with staff members the value of this activity and how essential they are to its success.

1. Discuss: Why do an evaluation of student services?
   a. What's the reason? Is it that:
      1. There may be a felt need by the board of control?
      2. The graduates using the service report dissatisfaction?
      3. Staff members recognize weaknesses and concerns?
      4. You are preparing for an on-site visitation team?
2. Discuss the various activities involved in student services and consider which should be evaluated. You may wish to consider conducting other evaluation activities related to student services such as Activity #2, Student/Employer Follow-up; and Activity #6, Assessing Special Needs Services and Identification Practices.
3. Formulate key questions on what you want to find out about student services.
4. Discuss where information can be obtained, for example, students, graduates, staff, parents, employers, advisory committee members, etc.
5. Discuss ways of obtaining data.
6. Present tasks and procedures to complete the study:
   appoint a team to coordinate the evaluation
   establish a timetable
   obtain official approval
   complete evaluation design
   collect the data
   summarize and prepare report
   utilize results
7. Discuss the selection of team members. This can be done on a voluntary or appointed basis. People most closely concerned should be involved with portions of the evaluation pertaining to their work — yet it is important that the team have representatives of the different programs and services of the LEA as well as present and former students and people in the community. If several student service activities are assessed simultaneously, it is essential that lines of communication be kept open.

Procedure/Task Breakdown

Task A. Appoint an Evaluation Team.

Once the decision has been made to undertake the evaluation, a team needs to be appointed. It is charged with the overall responsibility for coordinating the evaluation. If several areas are to be evaluated — such as the counseling, testing, and youth organization activities — the team may wish to appoint subcommittees to assist them with different parts of the study. Of course, this would be dependent on the depth and scope of the evaluation and possibly the size of the LEA.

The team and subcommittees evaluating student services can profitably include the people most directly concerned, including representatives of the faculty, administration, present and former students and community.

Those selected should understand that some of the responsibilities of the team are:

1. Finalizing a time schedule and areas to be assessed
2. Obtaining necessary materials with which to work
3. Establishing and administering a survey form
4. Compiling data
5. Preparing a statement of strengths and weaknesses
6. Reporting results
7. Utilizing results

Task B. Establish a Tentative Timetable. (See Information Handout 5-2 for example.)

Task C. Obtain Official Approval.

Obtain full support and authorization of agency administration and governing boards. Make sure that the budget, which includes released time and money, is understood and approved.

Task D. Complete the Evaluation Design.

The team has several decisions to make for completing the evaluation design. It needs to:

1. "Zero in" on exactly what it wants to know about student services. For example, counseling services, testing programs, student records, youth organizations, etc.
   The number and magnitude of the student activities to be assessed is the LEA's decision and should be based on apparent need, budget, personnel, and time.
2. Develop broad questions that reflect the purpose of the activity. Is it the strengths, weaknesses, costs, effectiveness, efficiency or relationship to the total education program? For example, if the team wants to know whether youth organizations are of value to students, a helpful question might be "What is the scope, availability and effectiveness of youth organizations in serving students' needs and interests?"
3. Decide on a method of obtaining the desired information such as:
   a. using criteria developed by outside sources.
   b. using survey research methods such as questionnaires and interviews.
4. Study existing resources. Two activities you may choose before developing an instrument are:
   a. study existing instruments.
   b. visit LEA's with exemplary student service programs, find out what makes them exemplary and incorporate these observations into survey instruments. Visitations can be accomplished in a limited amount of time if properly planned and organized. The team can observe what it is that makes the programs exemplary, such as personnel, financial effort, facilities, organization, utilization of community resources and attitude. They can then analyze these observations and use some of this information to formalize a survey instrument to evaluate their student service activities.
5. Develop a number of support or criterion questions from the broad key questions.
6. Develop instrument items and group them according to the type of rating scale and according to the key question to which they relate. For example, keep all questions pertaining to placement together, and/or those questions pertaining to testing should be listed together. (Example Documents 5-2 through 5-7)
7. Develop directions for completion. Directions should be instructive to the respondent in terms of the total instrument and for each section. Also, the purpose should be emphasized along with the desired return.
8. Test the instrument. It is essential that you test the instrument to see if it is serving its purpose. This can be done by giving it to some of the intended respondents, staff members, and advisory committee members. Be sure to check with data processing people if you are going to use machine scoring.
9. Make necessary revisions. The team should review the comments as well as the results of the trial run — and make recommended changes. Then, if the team sees it necessary, another trial run might be made.
10. Duplicate the instrument. If several activities related to student services are being evaluated, you may wish to use a different colored paper for each. This simplifies tabulating and some authorities feel that this increases the response rate for the mailed questionnaire.

Task E. Collecting the Data.

1. The team should develop a list of names to be surveyed in relation to the activity. That is, if you are evaluating youth organizations, you should develop a list of present and former students. If you are evaluating student records, you should develop a list of users — such as employers, high schools in the area, community colleges, and universities.
2. Conduct in-service training sessions for persons collecting data.
   You should make sure that all persons administering the instrument to presently enrolled students give the same instructions. It is essential that interviewing is done consistently; thus, you should train these people on the proper techniques of questioning and recording

responses in relationship to the survey instrument. Also, it is essential that all people using the interview method of obtaining information use the same introduction and have a standard set of questions.

3. Before mailing questionnaire you should:
   a. Develop a cover letter that explains the purpose of the survey. (Example Document 5-10)
   b. Code instruments with a corresponding list of names in order to follow up on those who do not respond the first time.
4. Administer instruments. This should not be a problem when surveying presently enrolled students; however, interviews are time consuming and mailed questionnaires sometimes get delayed for various reasons. Thus, it will be advantageous to keep a record of the interviews by checking with the interviewers and recording the mailed questionnaires as they are returned.
5. Follow up nonrespondents.
   a. Develop a follow-up card or letter to be sent to those who do not respond within a reasonable length of time.
   b. Telephone those who do not respond to the follow-up letter or card.
   c. Mail a second questionnaire if unable to obtain responses by follow-up letter or telephone call.
6. In summary, plans for data collection should be coordinated to maximize results, avoid duplication of effort, and assure good relations with the people who must supply the data.

Task F. Summarizing Results and Preparing a Report.

1. Once the team feels that they have an adequate number of responses, they should tabulate and code the material for summarization. They may choose to tally responses by hand or mechanically, depending on the number and format of the questionnaire. For example, if there are less than 50 responses, you may choose to hand score and if open-ended questions are used, they must be analyzed and handled individually. However, if there are many responses and/or yes-no or multiple choice questions, you may want to use mechanical scoring.
2. When preparing the report, you should:
   a. Give a statement of how data was collected and the purpose of the study.
   b. Make sure the results are clear to the reader with little background on the activity.
   c. Utilize percentages, graphs, and other visuals whenever possible.
   d. Formulate conclusions, recommendations and suggested solutions.
3. Present the report to all members of the team for review and discussion. Consider any suggested changes and finalize the report. Much value of the entire evaluation process can be lost if the written report shows evidence of carelessness or hasty and thoughtless expression — you must make sure the results are clear to the individual reader.

Task G. Utilizing Results.

1. Present the report to staff and administration; they should have the opportunity to review and discuss findings. Also, they should be encouraged to make recommendations for overcoming some of the identified weaknesses.
2. Present report to board of control, advisory committees, and other interested parties, and encourage them to make recommendations for correcting identified weaknesses.
3. Organize results and recommendations in a management-by-objectives format.
4. Make evaluation a continuous process.

Information Handouts

No.		Page Number
5-1.	Selected Characteristics of Student Services	10-12
5-2.	A Tentative Timetable	13
5-3.	Example Key Questions	14

Information Handout 5-1

Selected Characteristics of Student Services

Note: The following are characteristics of placement services, youth organizations, student records and counseling services. These can be helpful in formulating survey questions.

Characteristics of Placement Services

Placement Services

Characteristic: A formalized procedure, adequately funded and staffed, is in operation providing effective placement services as an integral part of occupational education.

1. A high percentage of occupational education graduates are placed in jobs related to the field of preparation.
2. The placement functions are definitely assigned and adequately supported with sufficient staff and other resources.
3. Placement information and services are available for all students, graduates, temporary withdrawals, and others.
4. Placement activities are an integral part of both counseling and instruction.
5. The curriculum for each instructional program includes activities to help students seek and obtain employment.
6. The instructional staff is actively involved in placement and follow-up activities.
7. Placement records are kept current and include such information as: job opportunities, job placements, unsuccessful placements, follow-up activities.
8. Efforts are made to expand employment opportunities for students and graduates and remove barriers to their employment.
9. Parents and students are made aware of placement services and occupational information available.
10. Regular communication is maintained with public and private sources of labor market and employment information.
11. Placement and follow-up activities involve advisory committees, public and private agencies, business and industry and other groups.
12. Students are referred to positions which they have a reasonable probability of filling successfully.
13. Students who need part-time employment in order to remain in school are assisted in securing work that will improve their occupational skills.
14. Follow-up surveys are used to determine the adequacy, appropriateness and effectiveness of occupational preparation and placement efforts.
15. The school identifies the potential for employment in various occupational fields and disseminates this information to prospective students, to members of the institution or organization and to the larger community.

Characteristics of Youth Organization Activities

Youth Organization Activities

Characteristic: Youth organization activities are planned as an integral part of the educational experience designed to meet educational objectives.

1. Youth organization activities are provided to meet the needs and interests of all students.
2. Youth organization activities are planned to contribute to the development of:
   a. Leadership abilities.
   b. Communication skills.
   c. The ability to participate in democratic processes.
   d. Social skills.
3. Membership in youth organizations is non-discriminatory and open to all eligible students.
4. The purpose of youth organization activities is explained to students and participation is encouraged in accordance with a plan to meet each student's needs.
5. Instructors understand the purpose of youth organization activities and elect to guide activities in line with their capabilities.
6. Emphasis is upon student initiative in planning, conducting, and evaluating activities.
7. Continued evaluation of activities is conducted to assure relevancy.
8. Adequate facilities, financial support, personnel, and time are provided for youth organization activities.
9. Vocational youth organization activities are related to the instructional program both in and out of the classroom and are emphasized as co-curricular rather than extra-curricular.
10. Youth organization activities are geared to the level of the program and enhance skills and/or competencies of students.
11. Alumni associations are encouraged.
12. All school administrators and staff members are made aware of the goals and objectives of the various youth organizations and are encouraged to participate in and associate with the activities of the organization.
13. A sound public relations program is maintained to promote the activities of youth organizations.
14. Projects in cooperation with responsible community groups are encouraged.

Characteristics of Student Records

Student Records

Characteristics: Accurate and complete cumulative records of educational accomplishments are securely and permanently maintained for every student, and transcripts are issued upon request.

1. A cumulative educational record is maintained for each student and contains whatever information needed to be certified by the school as a basis for the student's employment or futher education. For example, up-to-date identifying data, grades, attendance records, prerequisites met for admission, course of study, graduation and withdrawal.
2. Student educational records are protected against use by unauthorized persons and against loss from improper handling, fire and vandalism.
3. The school provides transcript services and issues transcripts upon student and parent request.
4. If a fee is charged for issuing transcripts, the fee is reasonable.
5. Records, systems, and practices are periodically evaluated and improved.

6. Any information not required for transcripts is kept in separate locked files accessible only to qualified personnel as they need it for counseling or teaching. *(See note below.)
7. Information of a highly confidential nature is not included in the students records.
8. All information collected and maintained regarding students and their families is considered completely confidential.
9. Information about students is released only on written instructions of the student or in consolidated statistical form not permitting identification of individuals.

* "The law, formally known as the Family Education Rights and Privacy Act of 1974,...guarantees parents the right to see their children's records, lets parents correct any errors through formal and informal hearings, and severely limits access to school records by outsiders. In addition, parent's rights transfer to students at age 18. The law is fairly comprehensive and covers all school records, files, documents and other materials that directly relate to individual students." Reproduced from "Washington Fastreport." Washington, D.C.; National School Boards Association, January 17, 1975.

Characteristics of Good Counseling Services

Counseling

Characteristic: An organized counseling service exists as an integral part of educational service. The program involves both specialists and total faculty and staff. It fosters maximal development of individual potentialities by removing barriers to learning or to successful employment; and by providing assistance in the choices, decisions, and adjustments that individuals must make to move through an organizational education program and into gainful employment.

1. Philosophy and objectives of the counseling function are well-defined; objectives are stated in terms permitting measurement achievement.
2. The counseling program is planned; its objectives are understood by the institutional community.
3. There is evidence that each occupational education student has had adequate opportunity to explore career objectives and that his present instructional program is a definite part of his occupational choice.
4. Provisions are made for continuous evaluating and improving the effectiveness of the counseling services rendered.
5. The administrative staff supports the counseling services by interpreting the counseling program to staff and students and by orienting staff and students in the program.
6. A continuous orientation process is carried on throughout the school year using such media as bulletin boards, the school newspaper, student handbooks, bulletins, and group meetings.
7. Classroom instructors and counseling staff coordinate their efforts to meet the needs of students; each makes referral to the other where such referral appears to be in the best interest of the students.
8. The administrative staff supports the guidance services with adequate resources, including:
   a. Budget.
   b. Professional and supporting staff.
   c. Facilities, supplies, and equipment.
   d. Leadership in enlisting the support and cooperation of the governing board, faculty, parents, employers, counseling services of other schools, community agencies, and referral services.
   e. Private counseling space that is attractive and accessible to students.
   f. Space for group counseling.
   g. Waiting space for students.
   h. Storage space and facilities for:
      ...reference materials and information for counselors
      ...use by and for students
      ...confidential student files
      ...supplies.
9. Students and counselors have access to extensive, current information about:
   a. Occupations.
   b. Requirements for occupational entry.
   c. Opportunities for occupational preparation.
   d. Opportunities for employment in various occupations.
   e. Employers who have hired former students.
10. Provisions are made for counselors to maintain communication and contact as needed with:
    a. Students and their families.
    b. Institutions from which students transfer.
    c. Institutions to which students transfer.
    d. Area employers.
    e. Administrative, supervisory and institutional staff.
    f. Appropriate community agencies including state employment offices.
11. Guidance staff members are kept informed for General and Occupational Advisory Committee meetings and are encouraged to observe or participate.
12. Guidance staff members are advised of departmental meetings and encouraged to attend in order to facilitate coordination of instruction and guidance and to keep counselors abreast of program activities.
13. Counselors are knowledgeable about and assist students with such problems as:
    a. Employment opportunities.
    b. Student work programs.
    c. Scholarships, grants, loans, and other student financial matters.
    d. Opportunities for further education.
    e. School and local health services.
    f. Housing.
    g. Student activities.
    h. Community programs and services.
14. Provision is made to assist students, former students, and others in an individual assessment of their own abilities and interests, including personal adjustments, individual perceptions, and values important in occupational success and satisfaction.
15. Counselors provide individuals with information and assistance necessary to make meaningful and informed occupational choices.
16. Counseling is available to adults and out-of-school youth.

17. Counseling is available to students:
    a. Prior to entry.
    b. At entry.
    c. Before leaving.
    d. Periodically while enrolled.
    e. Upon student request.
    f. After leaving the program or institution.
18. Counselors have had prior experience as occupational educators.
19. Counselors are knowledgeable about and have had successful experience in the world of work.
20. Counselors are dedicated to the philosophy and objectives of occupational education.
21. Appropriate in-service training is provided for the guidance and counseling staff, such as workshops, seminars, continuing formal education, and opportunities for professional improvement.

Information Handout 5-2

A Tentative Timetable

It is important to formulate a schedule of events. This schedule will vary with each LEA and its special needs. Following is an example schedule.

1. By September 15
   Local leader will have a staff meeting to discuss the assessment of student services.
2. By October 1
   Final decision will have been made on areas to assess, team membership, and timetable.
3. By October 15
   Team will have been given approval for study by LEA administrator and provided a budget.
4. By January 1
   Team will have completed evaluation design.
5. By February 1
   Team will have identified participants.
6. By April 1
   Team will have collected data.
7. By May 1
   Team will have analyzed data.
8. By May 15
   Team will have reported results to staff, board of control and community.
9. By July 1
   The LEA will schedule priorities for student services based on evaluation team findings and budget.

Information Handout 5-3

Example Key Questions*

1. Does our LEA administer occupational interest, aptitude and achievement tests on a regular basis to all students?
2. Does our LEA conduct an occupational interest questionnaire or survey for every student entering or leaving the school?
3. Does our LEA assess the knowledge of each individual student concerning his understanding of the world of work?
4. Does our LEA maintain comprehensive and up-to-date sets or collections of occupational briefs?
5. Does our LEA insure that occupational brief information is accessible and frequently utilized by students?
6. Is our LEA program of career information closely articulated and coordinated with feeder programs?
7. Is our LEA program of career information appropriate to the developmental level of the students whom we serve?
8. Does our LEA regularly evaluate the type and quality of the career information program?
9. Has the career information program had a demonstrated and positive impact upon student career and educational decisions?
10. Is our LEA program of career information organized, coordinated, and sequential in nature?
11. Is the responsibility for management of the career information program assigned and charged to one individual?
12. Do instructors, guidance personnel and administrators understand their role and responsibility concerning the career information program?
13. Are results of students' personal inventories and tests reviewed with students?
14. Do students in your LEA have access to counseling services and do they utilize counselors frequently to assist them in clarifying information for career decision making?
15. Have student follow-up studies concerning the career information program been conducted by your LEA?
16. Has your LEA conducted in-service programs for faculty and staff concerning the career information program and services available?
17. Is there adequate financial support and resources to conduct an effective career information program?
18. Is your LEA capable of providing special career information activities and services to students who are disadvantaged or handicapped?
19. Does your occupational advisory committee participate in the Career Information Center?
20. Have parents, advisory committee members, and other community resources been utilized in operating the Career Information Program?
21. Do occupational instructors and staff have a special role in the operation of the career information program?
22. Does the LEA know what groups of people or types of information most often influence career development decisions?
23. Does the career information program provide opportunities for out-of-school occupational observation or work experiences?
24. What components of our career information program are aimed at helping students develop their self-concepts and general knowledge of self?
25. Does our career information program adequately orient students to clusters of occupations in the world of work?
26. Are students given adequate time for guidance services and are important guidance services available to assist in gathering information upon which career decisions are made?
27. Is the career information program structured or is it voluntary?
28. Are financial resources currently employed in an efficient and accountable manner?
29. Does our LEA have rank-ordered priorities for the maintenance and development of the career information program?
30. Had our LEA developed an explicit rationale for the operation and conduct of the career information program?
31. Does our LEA program of career information have stated, measurable objectives for the total program and for various levels within?
32. Have activities of our career information program been integrated into other program or course offerings?
33. Do our students understand the purpose and activities associated with the career information program?
34. Has our LEA thoroughly explored the use of alternative learning activities in the development and delivery of its current program?
35. Does our LEA program of career information provide adequate educational information to assist students in realizing their occupational goals?
36. Does our current program aid students in understanding that career development is a life-long process?
37. Does our career information program provide students an opportunity to explore occupational preferences in depth?
38. Has our LEA developed and utilized student performance objectives?
39. Do students have an opportunity to utilize information about their interests, aptitudes and abilities in making personal educational program choices within the LEA.
40. Does our career information library include a majority of the occupational, educational, and personal guidance materials in a central assessible location?
41. Are various types of media used to meet the needs of the students?

*These are to be used for stimulation and discussion and adapted or adopted for local use.

Example Documents

No.		Page Number
5-1.	Teacher Opinionnaire	16-17
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5-3.	Career Education and Information Inventory	19
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Example Document 5-1

TEACHER OPINIONNAIRE*

NAME _____

Using the following scale, please record your opinions by circling the code letter corresponding to your answer.

If you strongly agree with the statement, circle SA.	(SA)	A	U	D	SD
If you agree with the statement in general, circle A.	SA	(A)	U	D	SD
If you are uncertain about your feelings toward the statement, circle U.	SA	A	(U)	D	SD
If you disagree wtih the statement, circle D.	SA	A	U	(D)	SD
If you strongly disagree with the statement, circle SD.	SA	A	U	D	(SD)

STATEMENTS	RESPONSE				
1. The goals of the Occupational Information Program were clear to me by October of this school year.	SA	A	U	D	SD
2. The objectives of the Occupational Information Program were understood by the students in my class.	SA	A	U	D	SD
3. The objectives for the Occupational Information Program were adequately met during the school year.	SA	A	U	D	SD
4. I feel that the Occupational Information Program has helped the majority of my students to –					
a. Take a more active than passive role in learning.	SA	A	U	D	SD
b. Seek information from resources within and beyond the local school district.	SA	A	U	D	SD
c. Increase their understanding of the satisfaction to be derived from working.	SA	A	U	D	SD
d. Increase their understanding of major occupational fields.	SA	A	U	D	SD
e. Become more aware of their likes and dislikes associated with job-families and some specific occupations.	SA	A	U	D	SD
f. Know how to gain more information on occupations in which they are interested.	SA	A	U	D	SD
g. Become aware that changes in society influence changes in occupations.	SA	A	U	D	SD
h. View education as a continuous process.	SA	A	U	D	SD
i. Become aware of factors that contribute to success in any occupation.	SA	A	U	D	SD
j. Relate knowledge to be gained from school subjects to knowledge needed in the world-of-work.	SA	A	U	D	SD
k. Expand self-awareness of personal strengths, limitations, goals and values.	SA	A	U	D	SD
l. Be aware of the importance of career planning.	SA	A	U	D	SD
m. Be more informed in planning their futures.	SA	A	U	D	SD
5. I believe that parents should be actively involved –					
a. As resource persons in the classroom.	SA	A	U	D	SD
b. As chaperones for field trips.	SA	A	U	D	SD
c. In providing facilities for students to visit.	SA	A	U	D	SD
d. In giving interviews.	SA	A	U	D	SD
e. In supplying materials.	SA	A	U	D	SD
f. In discussing vocational plans with their child.	SA	A	U	D	SD
g. Other	SA	A	U	D	SD

*Statements will need to be modified and/or deleted for specific grade level instructors.

6. I believe the school counselor should be involved –

a.	As a resource person.	SA	A	U	D	SD
b.	In arranging for resource persons and field trips.	SA	A	U	D	SD
c.	In providing materials.	SA	A	U	D	SD
d.	In group discussions.	SA	A	U	D	SD
e.	In individual conferences.	SA	A	U	D	SD
f.	Other	SA	A	U	D	SD

7. Adequate equipment and instructional materials were available to meet the objectives of the program. SA A U D SD

8. Some time was spent with each student individually to discuss the world-of-work. SA A U D SD

9. My role was that of director of student learning experiences rather than an information giver. SA A U D SD

10. I believe –

a.	An Occupational Information Program at the elementary level is basic to making relevant educational and career preferences.	SA	A	U	D	SD
b.	An Occupational Information Program will help retain potential early school-leavers.	SA	A	U	D	SD
c.	About 90% of the eighth grade students developed tentative educational and vocational plans as a result of the Occupational Information Program.	SA	A	U	D	SD
d.	All teachers provided some educational experiences related to the world of work.	SA	A	U	D	SD

11. General comments on the Occupational Information Program –

Example Document 5-2

STUDENT OPINIONNAIRE*

NAME _____

DIRECTIONS: Listed below are a number of statements concerning the Occupational Information Program. Please read each statement carefully and indicate your reaction according to the following scale.

If you strongly agree with the statement, circle SA.	(SA)	A	U	D	SD
If you agree with the statement in general, circle A.	SA	(A)	U	D	SD
If you are uncertain about your feelings toward the statement, circle U.	SA	A	(U)	D	SD
If you disagree with the statement, circle D.	SA	A	U	(D)	SD
If you strongly disagree with the statement, circle SD.	SA	A	U	D	(SD)

THE OCCUPATIONAL INFORMATION PROGRAM HAS ASSISTED ME . . . .

1.	In understanding the contributions of various occupations to society.	SA	A	U	D	SD
2.	In understanding that there is dignity in all jobs well done.	SA	A	U	D	SD
3.	In improving my attitudes toward work.	SA	A	U	D	SD
4.	In realizing the relationship of education to the world-of-work.	SA	A	U	D	SD
5.	In becoming aware that formal education is a continuous process and should not stop when one completes high school or college.	SA	A	U	D	SD
6.	In becoming aware of educational training opportunities in my areas of interest.	SA	A	U	D	SD
7.	In planning my vocational future.	SA	A	U	D	SD
8.	In planning my educational future.	SA	A	U	D	SD
9.	In becoming more involved in my own educational activities.	SA	A	U	D	SD
10.	In increasing my awareness of occupational opportunities in the world of work.	SA	A	U	D	SD
11.	In gaining a better knowledge and understanding of employment patterns in the past, present and predictable future.	SA	A	U	D	SD
12.	In learning what points to consider in analyzing an occupation.	SA	A	U	D	SD
13.	In exploring ways to become aware of occupational opportunities and job requirements.	SA	A	U	D	SD
14.	In learning about major occupational fields and how to gain entry into my desired field.	SA	A	U	D	SD
15.	In exploring the tasks to be performed in a variety of occupations.	SA	A	U	D	SD
16.	In gaining a better understanding of personal and fringe benefits to be derived from work.	SA	A	U	D	SD
17.	In learning ways to find information on occupations.	SA	A	U	D	SD
18.	In benefiting from local resource persons and places.	SA	A	U	D	SD

*Statements will need to be modified and/or eliminated for specific grade levels.

Example Document 5-3

CAREER EDUCATION AND INFORMATION INVENTORY
PRE AND POST TEST*

The following statements will be answered with SA - Strongly Agree, A - Tend to Agree, U - Undecided, D - Tend to Disagree, SD - Strongly Disagree.

1.	One of the most important decisions a person makes in his lifetime is his career choice.	SA	A	U	D	SD
2.	The choice of an occupation influences almost every other aspect of life.	SA	A	U	D	SD
3.	Knowledge of oneself affects occupational choice.	SA	A	U	D	SD
4.	Most LEA curricula should be reoriented to place emphasis on career education.	SA	A	U	D	SD
5.	The world of work can be the core or organizing center for the curriculum in the elementary school.	SA	A	U	D	SD
6.	A career education program should involve real life experiences.	SA	A	U	D	SD
7.	The LEA should be the primary conveyor of career information.	SA	A	U	D	SD
8.	Career education is concerned with developing the self concept.	SA	A	U	D	SD
9.	Career education should only be for those students who are not able to succeed in an academic program.	SA	A	U	D	SD
10.	Career education can help students develop positive attitudes toward work and workers.	SA	A	U	D	SD
11.	The educational program should provide students with the relevance of today's education to tomorrow's needs.	SA	A	U	D	SD
12.	Career education can be a means of drawing the LEA, community, and family closer together.	SA	A	U	D	SD
13.	Career education is needed to develop the "total" person.	SA	A	U	D	SD
14.	Educational programs should be planned to help students prepare career choices.	SA	A	U	D	SD
15.	The total LEA curriculum should be related to the real life goals of the student.	SA	A	U	D	SD
16.	"Hands on" experiences are essential to a good career education program.	SA	A	U	D	SD
17.	Experiences in career education should allow students to evaluate their interests and abilities.	SA	A	U	D	SD
18.	Teachers will need additional preparation in order to teach career education.	SA	A	U	D	SD
19.	Career education should be taught as a special subject with its own "time slot."	SA	A	U	D	SD
20.	Career development is a continuous process throughout the lifetime.	SA	A	U	D	SD
21.	Students presently have sufficient orientation to the possibilities in the world of work to make sound career choices.	SA	A	U	D	SD
22.	Career education should be integrated into the regular curriculum.	SA	A	U	D	SD

*Dorothy W. Lawson, "Career Education Workshop Final Report." The Center for Educational Studies, Eastern Illinois University, Charleston, Illinois, 1973, p.73.

Example Document 5-4

STUDENT CAREER INTEREST INSTRUMENT (GROUP)

1. What course(s) do you feel should be included in the curriculum that are not now being offered by this school?

   1. _____

   2. _____

   3. _____

2. In what occupational field or career would you like to have more information?

   1. _____

   2. _____

   3. _____

3. How would you rate your interest in the present course offerings for preparing you in your planned career?

   Circle your answer.

1	2	3	4	5
No Interest				A Lot of Interest

3-A. Please explain your answer to the above question (3).

4. What organization(s) would you like to see initiated in the school program?

   1. _____

   2. _____

   3. _____

Example Document 5-5

STUDENT CAREER INTEREST INSTRUMENT (INDIVIDUAL)

1. In my work, I prefer to work primarily in:

   A. an indoor activity.

   B. an cut-of-doors activity

2. In my work, I would prefer to work primarily:

   A. with others.

   B. alone.

3. In my work, I would prefer to work primarily:

   A. for others.

   B. for myself.

4. Check your interest in each of the following general occupational areas. (See list of Jobs and Occupations.)

5. About which occupations would you like more information?

   1._____

   2._____

   3._____

Example Document 5-6

CAREER INTEREST INSTRUMENT

1. _____ _____ _____
   (Last Name) (First Name) (Date)

2. Year in high school ___ Sr. ___ Jr. ___ Sopho. ___ Fresh.

3. Check the general category of courses taken or being taken in high school. (Check as many as appropriate.)

   ___ General ___ Home Economics ___ Agriculture
   ___ Area Vocational Center ___ Co-op (On-The-Job) ___ Industrial (Shop)
   ___ College Prep. ___ Business

4. Do you feel that the present curriculum is preparing you for your planned career?

   ___ Yes ___ No

5. What course(s) do you feel should be included in the curriculum that are not presently being offered by this school?

   A. _____ B. _____ C. _____

6. Are you aware of your interests? ___Yes ___ No

7. Are you aware of your abilities? ___Yes ___ No

8. If known, what occupation(s) or career(s) do you plan to pursue after high school? (If uncertain, enter NOT KNOW.)

   A. _____ B. _____

9. Are you aware of the qualifications and training to enter this (these) position(s)?

   ___ Yes ___ No

10. Do you think that your training up to this time qualifies you for this position?

    ___ Yes ___ No

11. Do you think that you can complete the training necessary for this position?

    ___ Yes ___ No

12. In what occupational field or career would you like to have more information?

    A. _____ B. _____ C. _____

13. In your life's work would you primarily prefer to work:

(Check One)	(Check One)	(Check One)
___ At an indoor activity	___ With Others	___ For Others
___ At an outdoor activity	___ Alone	___ For Myself

14. Do you, at present, have any type of work experience? ___ Yes ___ No

    If yes, What _____ - _____

    Where _____

15. What club or activity would you like to see initiated in the school program?

    A. _____ B. _____ C. _____

16. Do you want help in planning your career? ___ Yes ___ No

17. Would you accept help in planning your career if it were offered to you? ___Yes ___No

*Adopted from a career interest survey developed by Orion Community Unit School District #223.

Example Document 5-7

PLACEMENT SERVICE INSTRUMENT

Placement Services

A. Specific provisions for the Placement Service:

	YES	NO	DON'T KNOW
1. Does your agency have someone assigned the responsibilities for job placement?	____	____	____
2. Has this person been given sufficient time to care for the placement responsibilities?	____	____	____
3. Is there a cooperative arrangement with the State Employment Service on placement?	____	____	____
4. Are students placed in part-time jobs?	____	____	____
5. Is there a cooperative work-study plan in use which gives agency credit for work experience?	____	____	____
6. Is placement made selective through coordination of the counseling and placement services so that suitable jobs are provided?	____	____	____
7. Is job placement assistance given to:			
a. graduates?	____	____	____
b. drop-outs?	____	____	____
8. Has there been a survey of possible job opportunities both part-time and full-time for students and those who have left	____	____	____
9. What job placement assistance is provided by the vocational staff in your system?			
A great deal of assistance	____	____	____
Some assistance	____	____	____
Little assistance	____	____	____
No assistance	____	____	____
10. During the past year, approximately how many placements have been made by the LEA? ___full-time placements, ____part-time placements, ___don't know			

Example Document 5-8

STUDENT QUESTIONNAIRE OF GUIDANCE SERVICES

YES	NO	DON'T KNOW	
____	____	____	1. Do your counselors help you to consider information about yourself as it relates to your future educational and occupational plans?
____	____	____	2. Have you been encouraged to investigate the personal and educational requirements for occupations you have considered?
____	____	____	3. Have you had conferences with your counselors concerning your educational and occupational plans?
____	____	____	4. Do your counselors help you to understand the meaning of your standardized test scores?
____	____	____	5. Do you feel the informational materials you want and need to know about the various occupations are adequate in our school?
____	____	____	6. Do you have access to the occupational information files and books in our school?
____	____	____	7. Do you have access to the information you want and need about special schools and colleges offering post-high school education?
____	____	____	8. Does your guidance department provide your parents an opportunity to discuss your educational and occupational plans?
____	____	____	9. Have you had the opportunity to discuss with your counselor various approaches to solving problems with which you have been faced, if you wished?
____	____	____	10. Have your parents ever talked with your school counselor?
____	____	____	11. Have you been helped to plan the subjects and activities you need and want to take while in high school?
____	____	____	12. Can you talk about your real feelings about things with your school counselor? If not, why?
____	____	____	13. Have your ability and achievement test results been helpful to you in your educational and occupational planning?
____	____	____	14. Has a counselor helped you to examine your abilities, personality traits and interests as they may pertain to your future plans?
____	____	____	15. Have you been satisfied with the course selections you have made?
____	____	____	16. Have you received information regarding financial aid and scholarships from the guidance office?
____	____	____	17. Do you feel that knowing the results of these tests (achievement, skills and aptitudes, and interests) has helped you decide what you want to do?
____	____	____	18. Do you think the guidance counselor's job is an important one?
____	____	____	19. If you have conferences with the guidance counselor, do you think they were helpful?

The goals for the guidance program are:

Do you think our services towards achieving this goal have been:

Very adequate ____

Adequate ____

Inadequate ____

Comments:

Example Document 5-9

QUESTIONNAIRE OF YOUTH ORGANIZATION ACTIVITIES*

GRUNDY AREA VOCATIONAL CENTER

NAME _____ SCHOOL _____

YEAR IN SCHOOL _____ PROGRAM IN CENTER _____

CAREER GOAL _____

1. To what school organizations do you belong?

_____ _____

_____ _____

_____ _____

2. Which are related to your career goal?

_____ _____

3. Are there other organizations in your home school for persons with similar career goals?

_____ Yes _____ No

a. If yes, what are the organization names?

_____ _____

b. If yes, do you belong?

_____

4. Do you feel the need for a club organization related to your occupational area here at the Center?

_____ Yes _____ No

5. If such an organization were formed, would you join and participate?

_____ Yes _____ No

6. What benefits might be derived from such an organization at the Center?

_____

7. What kinds of activities could be conducted by this organization?

_____

*Adopted from Grundy Area Vocational Center, Morris, Illinois.

Example Document 5-10

SAMPLE COVER LETTER *

(LEA Letterhead)

Dear

We are in the process of trying to evaluate the placement program at the Grundy Area Vocational Center. In addition to evaluating our placement program, we are looking for new ways to improve our offerings. Without your help we cannot do this important job. Please help us by answering the enclosed questionnaire. There is a place on the survey form for your personal comments. All replies will be treated confidentially. The information obtained from this survey will help us make necessary changes and improvements.

After completing the evaluation, place it in the addressed stamped envelope and return it to us. Please return the survey by _____.

Thank you for your cooperation.

Cordially,

enclosures

*Adopted from Grundy Area Vocational Center, Morris, Illinois.

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